

## **Abstract**

The present research study examines the improvement that occurred in the trainee in group instruction in their empathy ability, self-esteem, sense of empowerment, and use of principles of instruction during a program for training in the framework of the *Telem* Institute – Center for Training, Instruction, and Workshops. Researches performed in the field of group instructor – leader – teacher regarding his place in the development process of the dynamic group indicate that this person constitutes a main and dominant factor that determines the development and growth of the group as a group and of the individual therein (Aronson, 2004; Corey and Corey, 1997; Rosenwasser and Nathan, 1997). The objective of the present research study is to examine the personality domain of the participant in the training process for instructor of groups when the three modes of existence of the individual – being, having, and doing (Fromm, 1976; Rand, 1993) – were chosen to represent this realm. An attempt was made to clarify their relationship to the improvement these aforementioned abilities.

### **The Group**

A basic fact that does not require proof is that man is a social creature. As such, he is found daily in constant interactions with other people. The impact of the group on the individual's functioning has led to the development of group work as a method of treatment in the realms of psychotherapy, social work, and counseling in the framework of the educational system. Researches in social psychology show that the individual's behavior, when it is performed in a social context, differs from his behavior in a personal private context. Since the group constitutes a most meaningful social framework, the occurrences therein influence the behavior of the individuals within it (Rosenwasser and Nathan, 1997). Yalom (1975, 2006) writes about the therapeutic power of the group. He asserts that the common denominator of all groups is the processes that occur in the group. He describes different variables that act in the group, such as introduction of hope, universality, transfer of information, remedial reconstruction of the first group (the family), development of techniques of friendship, behavioral imitation, interpersonal learning, group cohesion, catharsis, etc.( Yalom , 2006 p 22-39 )

There is dependence among the variables and they represent stages in the process of change that occurs through the process of group work. The group gives the individual feedback for his behavior and teaches him to increase the efficiency of his behaviors. The group is a learning workshop, reflects existing behavior, and gives the opportunity for growth and change (Ziv and Baharav, 2001, p10-20).

The research studies showed that the leader's success in leading the group participants to growth depends on personality, traits, and abilities that developed in him during his training. Knowing how and when to use these traits in a sensitive and correct manner is a result of learning, instruction, experience, and development. This is the significance of the program for training group leaders. The learning of the leadership of the group is based on regular meetings of learning, in the context of theory and experience in group work (Rubel and Atieno Okech, 2006). It is clear that the development of leadership skill cannot be accomplished only theoretically, by reading a book or an article, but must be experienced and practiced in the framework of group work (Barlow, 2004 p113).

The goals of the program are as follows:

- To train professionals from different areas
- To inculcate a theoretical basis and leadership skills through learning, personal experience, and practice in the role of the leader (actual leadership).
- To develop the leader's ability to assess intra-personal, interpersonal, and group processes and to learn ways of intervention in these processes.
- To develop the leader's personal style.

As stated previously, the personality realm in the group leader is very important. In the present research study, an attempt is made to examine the empathic ability, the sense of self-esteem, the empowerment, and the use of instruction principles of the participant during the training program for becoming a group instructor.

### **Empathy**

Empathy is one of the important traits in the group leader. Empathic understanding enables the instructor to move freely and clearly explain to the individual what he felt (Ziv and Baharav, 2001).

The psychological concept 'empathy' is defined by Rosenheim (2003) as the person's participation in the emotional and motivational processes that occur in another person's world. It has already been seen that groups have the ability to encourage the development of different empathic abilities (Franco, 2000; Kilgore, 2001). Therefore, it is possible to learn that in such an atmosphere the instructor's empathic ability will grow and constitute modeling for the empathic understanding in groups. Moreover, according to Yedidya (2000 p124-125), there is a significant relationship between empathic ability and sense of empowerment and it is possible to build a developmental profile that predicts the development of these abilities. According to Brooks (2001), empathy constitutes the most essential instrument that should be at the teacher's disposal in regards to the school. Justice and Espinoza (2007) emphasize the importance of the development of emotional abilities among students who are training in teaching. They must be developed among student teachers before they go to face the challenge of standing in front of their classes. The researchers concluded that the preparation of these emotional abilities will give the beginning teachers the chance of developing a career in teaching and keep them in the profession for more than five years. Empathy plays a most important role in the shaping of the interpersonal interactions that people create, in the shaping of the nature of the inter-group interactions, and in the student-teacher relations. Brooks (2001), The empathic ability allows a person to examine conflicting situations through the viewpoint of the other person and therefore the development of this ability in individuals is very important, especially in the process of teacher training. (Lawson, Gausshell, and Karst, 1996).

As previously noted, the personality domain in the group leader is very important. The leader's personality, outlook, emotions, and empathic ability constitute a very influential factor in the construction of a supportive group that enables the growth of all its members. The dominance of these traits can be characterized as a part of the characteristics of the individual's modes of existence (MoE).

**Modes of existence (MoE)** constitute a theoretical approach through which it is possible to describe and understand human behavior. The theory of modes of existence is relatively new in the field of behavioral research in general and in educational research in particular. Fromm (1976) was the first who developed this theory in his book *To*

*Have or To Be.* According to Fromm, there are two basic modes of existence in the person – *Having* and *Being*. Rand (1993) extended this theory and added a third dimension – *Doing*. Reichenberg and Rand (1998) were the researchers who associated this theory to the realms of education and pedagogy.

In every person the three elements exist to some extent. It is possible to map the elements according to their degree of centrality in the individual's personality. The modes of existence may be influenced by different variables such as life experience, growth, and personal development. Modes of existence represent the desires, beliefs, and behaviors of the person and they are part of the professional development and training process of the student teacher. The individual's basic three modes of existence can be defined according to the triadic model of Rand (1993) as follows.

The 'Being' Mode of Existence: The concept of 'Being' is defined by Fromm (1976) as the individual's tendency to grow, to love, and to advance himself towards his self-realization. A person with this tendency has an inner orientation that is directed into his personality

The 'Having' Mode of Existence: The concept 'Having' is defined by Fromm (1976) as the individual's tendency to address the world and the areas of occupation and his system of relations with people through the perspective of acquisition and control. This tendency is not limited only to the material world and also refers to the spiritual and abstract domain.

The 'Doing' Mode of Existence: Rand (1993) proposed another mode of existence, which he defines as the individual's tendency to act, to do, and to find satisfaction through the very process of doing.. A person in whom this mode of existence is dominant generally serves as an incentive for other people in their environment to work together to realize the aspirations and desires of the group. This basic tendency causes the meaningful referral of the inner energy to the doing and to the development of the individual's operative ability out of a sense of creation.

Reichenberg (1996) presented the pattern of modes of existence that, in her opinion, characterize experienced teachers and student teachers. She showed that in this population there is a clear ranking of the modes of existence, when the 'Being' mode is predominant, then the

Doing mode, and last the Having mode. In addition, Sagi (1999) examined a group of counselors in the educational system and Bar-Ziv (2002) researched pedagogical instructors in institutions of teacher training and the results in both cases illustrated the dominance of the 'Being' mode, then the 'Doing' mode, and last the 'Having' mode.

The present research study attempts to identify the dominant characteristics of the mode of existence of the trainee who is learning to become a group instructor. One of the assumptions at the basis of the present research is that there is a relationship between the characteristics of the individual's mode of existence and traits such as empathic ability, sense of self-esteem, and sense of empowerment as well as use of principles of instruction.

**Self-esteem** is a function in the individual's mind that is comprised from attitudes that the individual has acquired in regards to his body and its parts, objects, people, family, groups, social values, and goals (The International Encyclopedia for Social Sciences, 1968, in Laufer, 1998). According to Rogers (1968), the person has a natural need to hold a positive self-esteem. The perception of the self is not innate but is a trait that the person acquires as a result of his experience with the social environment. A positive self-esteem is one of the personality traits that are most important in the group instructor and thus the improvement in the self-esteem should be examined in the framework of a training program for group instruction, in addition to other abilities, such as empathic ability and sense of empowerment.

**Empowerment** is the process of the transition from a situation of powerlessness to a situation of mastery of the life, the fate, and the environment. In this process, people grow strong enough to take part in, to share the control of, and to influence the events and decisions that impact their lives. Empowering processes are those where people create or are given opportunities to control their own destiny and influence the decisions that affect their lives. (Zimmerman, 1995 p581). The small group is the place where the appropriate conditions in the individual are created for the development of the process and where the sense of empowerment can be expressed. Empowerment occurs through dialogues. During the conversations with the members of the group (Aronson, 2004; Rogers, 2003).

The research results showed that without a doubt the extension of the pedagogical autonomy contributes to the empowerment of the teacher and furthers his professionalism. Teachers who feel considerable empowerment in the field of education feel that their professionalism is increased and they are willing to evince more initiatives in the realms of planning of the studies. Pearson and Moomaw (2005)

Thus, there has been considerable development of research engaging in the development of the sense of empowerment in the individual. It was found that there is a relationship between group work and the improvement of the sense of empowerment in the individual who participates in the process (Yedidya 2000),

In addition, there is a relationship between self-esteem, empathy, and sense of empowerment. However, research findings that shed more light on the factors and processes that can bring about change in the adult person are still lacking.

### **The Research Rationale**

The suitability for group instruction is a process that requires personality abilities. The instructor of groups is obligated to develop intellectual abilities with personality professional characteristics (Yalom, 2006 p531-549).

The primary focus of the present research is the attempt to clarify whether it is possible to develop in the framework of a training program for group instruction personal abilities, empathy, self-esteem, sense of self empowerment, and professional skills as well as the use of principles of instruction and whether there is a relationship between these traits and the three modes of existence: Being, Having, Doing ,according to Fromm (1975) and Rand (1993).

The theory of modes of existence is a theoretical approach that constitutes one of the ways to characterize people. It is based on the assumption that the dominance of a certain mode of existence considerably directs the person's values, his actual behavior and to a certain extent his professional ability (Reichenberg, 1996).

If it is possible to characterize the population of trainees in group instruction and to predict the degree of their ability to develop certain personality abilities required for instruction and teaching, it will be possible to provide meaning to the instructor's very choice of the

profession and the degree of success in leading the group in a process of growth.

The findings that will be collected in the framework of the present research study will have implications regarding a number of areas of work in the framework of the small group, especially the programs for teacher training, counseling, community education, and processes of the choice of candidates for instruction and teaching.

### **. The Research Questions**

The present research study aims at examining the following research questions.

1. Does the program for training for the instruction of groups improve the use of the principles of instruction and the individual's empathy ability, self-esteem, and sense of empowerment?
2. Is there a relationship between the characteristics of the individual's modes of existence and the change in the empathy ability, self-esteem, sense of empowerment, and use of principles of instruction during the program for the training of instructors?

### **3. The Research Hypotheses**

The present research study aims at examining the following research hypotheses.

1. Following the training program for group instruction, an improvement will be found in the empathic ability, in the self-esteem, in the sense of empowerment, and in the use of instruction principles.
2. Differences will be found among the research subjects with different modes of existence (Being, Having, Doing) in the improvement that occurs following the intervention program in the self-esteem, sense of empowerment, and use of principles of instruction.
3. A relationship will be found between the modes of existence (Being, Having, Doing) and empathy, self-esteem, and sense of empowerment. Subjects who are characterized by the dominance of the 'Being' mode will have higher self-esteem and sense of empowerment.

4. A relationship will be found between positive self-esteem and sense of empowerment and the use of principles of instruction.
5. A relationship will be found between self-esteem and sense of empowerment and the empathic ability: as the empathy is high, the self-esteem and sense of empowerment are higher.

### **. The Research Subjects**

A total of 49 trainees in group instruction, who have undergraduate degrees in the fields of psychology, education, sociology, organizational counseling, or social work, participated in the research study. The studies were held in the Center for Training, Instruction, and Workshops – *Telem*.

The research instrument was a research questionnaire that consisted of parts examining the following topics:

- Measurement of the empathic ability.
- Evaluation of the modes of existence,
- Measurement of the degree of self-esteem.
- Examination of the sense of empowerment of the trainee in group instruction.

In addition, a situation of group instruction was analyzed using quantitative analysis so as to evaluate the instruction skills as they are expressed in the resolution of changing situations. This ability was called the use of principles of instruction.

## **Discussion and Analysis**

The main objective of the research was to examine whether empathy, self-esteem, sense of empowerment, and use of the principles of instruction would change in the framework of a training program for the instruction of groups and whether there is a relationship between these abilities and the individual's three modes of existence – Being, Having, Doing (Fromm, 1976; Rand, 1993).

The assumption was that empathy is one of the traits in the instructor/teacher that constitutes a main element in the interpersonal communication (Kendrick, 1993). The person uses his empathic abilities when he goes to create unmediated communication with the student. It



was further assumed that the groups have the ability to encourage the development of empathic ability in the instructor/teacher (Kilgore, 2001 p158). According to the research results, it can be said that there is a rise in the empathic ability and a significant difference was found between their level of empathy at the start of the program and their level at the end of the year of the training program.

This finding is most important, since it constitutes empirical support of the argument presented in the theoretical background that it is possible to develop the empathy of an individual who participates in the group framework in a process of training in group instruction. The research literature that addresses teacher training emphasizes the empathic trait as an important part in the teacher's constellation of qualities (Darling-Hammond, 2000; Goleman, 1998; McAllister and Irvine, 2002; White, 1998). It can even be seen that the teacher's outlook, sensitivity, and empathic ability constitutes a very influential factor in the construction of a supportive group of children that enables the growth and development of their members. It was proven in the research that in the process of training for the instruction of groups there is a rise in the level of empathy. This enables us to assert that if the program for the instruction of groups is integrated into the framework of the training program for teaching it will be possible to help the teacher develop his empathic understanding and create better interpersonal communication with his students.

The framework of active participation in a small group that meets over time is the 'arena of empowerment', or namely, it inculcates the participants an opportunity to be empowered as a group and develop the individual's positive self-image (Aronson, 2004 p143).

. The instructor's self-assessment is supposed to develop in a process of the group's growth and constitutes a most essential ability in the image of the group instructor. Positive self-image is noted as a most meaningful factor among teachers in the beginning of their careers and it was found that the development of this personal ability is considerably important to the development of the beginning teacher and his coping with his students. Pearson and Moomaw (2005)

Examination of the relationships between the research indices shows that people with high empathic ability during the training period for instruction of groups also have high self-image. The relationship

between these two abilities is provided by Yedidya (2000), who explains that the relationship between the two abilities, empathy and self-esteem, is a relationship based on the object relations theory that engages in the mother-child relationships during childhood. This relationship influences the development of the individual's self-esteem and sense of control as well as the development of his empathetic ability and his abilities.

It became clear that subjects with high empathy are characterized from the beginning of the process with high self-esteem and in the examination of the improvement of the empathic ability at the end of the year of training for group instruction it is accompanied by high self-esteem. In other words, as the ability of empathy improved, the self-esteem rose.. It is possible in the future to improve the ability of empathy and self-esteem of those who engage or intend to engage in the frameworks of education and teaching through practice in small groups over time. This training will maintain the use of the principles of group instruction.

The present research did not yield findings that confirm the hypothesis that addressed the improvement of the sense of empowerment of the participants in the process of the training for group instruction. This can be explained in the hypothesis that the group of subjects who began the specialization in the instruction was in the stage after their undergraduate degree studies – an essential condition for being accepted into this program.

The professional instructional ability in the present research was called 'the use of principles of instruction' and to identify the improvement in this ability, a case study called 'situation of instruction' was constructed. As aforementioned, the assumption in the present study is that as the subject advances in the training process towards instruction, he notes a greater number of problems which in his opinion were in the situation of instruction. In addition, the research subject proposes a greater number of solutions on the level of the instructor. The measurements led to a quantitative expression of the level of the skill of the participant in the use of the principles of instruction.

According to the research results, the use of principles of instruction is apparent and a significant difference was found between the level of the use of the principles of instruction in the beginning of the program and the level at the end of the year of training. This finding reinforces the

assertion that was brought in the chapter of the theoretical background according to which the instructor is a professional with theoretical and practical knowledge of the instruction.

The research results show that when there is an improvement in the empathic ability, there is also an improvement in the self-esteem ability and an improvement in the use of principles of instruction. This fact can be explained in that when the individual is found in a small dynamic group in an environment where he feels the improvement of his empathic ability his sense of self-esteem and self-confidence also rise. Consequently, the individual's attention ability is improved, as well as his willingness to develop his professional skills, and appropriate conditions that enable the participant in the group to improve his abilities as instructor/teacher.

In regards to the improvement in the sense of empowerment, a relationship was not found between the development of a better instruction ability and improvement of the sense of empowerment in the participant in the program. Apparently the sense of empowerment is an ability that requires greater time to develop. On the basis of the innovativeness of the present research, it appears that it is possible to integrate the principles of the program for training the instructors of group in the realm of teacher training so as to support the development of the personality realm, in addition to the academic professional realm and thus to help the development of the empathic ability, self-esteem, and skills of instruction among teachers/instructors found at the beginning of their paths.

The data obtained in the present research indicate that the three modes of existence 'Being' 'Having' 'Doing', Fromm (1976), Rand (1993), exist among the participants and a significant difference can be seen among them, when the most prominent and dominant is the 'Being' mode of existence, then the 'Doing' mode of existence, and last the 'Having' mode of existence. ( $B > D > H$ ,.). When the participants were classified according to the dominance of a certain style, it became clear that in each and every one the three MoEs were reflected. Moreover, among all of them without exception the 'Being' mode of existence was reflected to a greater extent than the other two modes. It is important to emphasize that the 'Being' mode of existence, which was prominent as the dominant mode of the three MoEs among the participants of the program for group instruction, in essence includes characteristics of humanistic behavior

based on the belief in the person's ability and the need to express his ability to the utmost. Apparently, for the purpose of this training a population of subjects had crystallized, who had passed a painstaking classification and personal interviews before the participation in the program. This is the population with personality traits that have similarity between them and it apparently is expressed in these characteristics. The fact that this pattern is shared by coach teachers, by student teachers (Reichenberg, 1996), educational counselors (Sagi, 1999), pedagogical instructor (Bar-Ziv, 2002), and group instructors as obtained in the present research may constitute a sign of a general characteristics of those who engage in education and teaching.

When the relationship between the modes of existence the empathic ability, self-esteem, and sense of empowerment was examined, it became clear, from the beginning of the process, that the participants found with dominant characteristics of the 'Being' mode of existence more prominently than the other research groups also had higher self-esteem and sense of empowerment. This can be explained in that people with the characteristics of this mode of existence express the profound wish to create, to realize the latent potential in their personality and search for possibilities to develop the ability to express and fulfill themselves (Reichenberg and Rand, 1998).

The research found that subjects with dominant characteristics of the 'Being' mode of existence show the ability to improve self-esteem and empathy at the end of the training process. This finding can help identify professionals who will suit the role of group instructor and perhaps enable the prediction of their degree of success as group instructors.

Nevertheless, when the characteristics of the 'Doing' mode of existence and their relationship to the use of principles of instruction were measured, negative correlations were obtained; in other words, slight improvement in their instruction ability. In addition, a significant negative correlation was found between the 'Having' mode of existence and the changes in the empathic ability. Reichenberg (1996 p188) in her research explained that among those who engaged in education there is a relatively inferior status of the 'Having' mode of existence in the hierarchy of modes of existence.

Apparently, the presence of the characteristics of the 'Having' mode of existence indicate a tendency that inhibits the development of the empathic ability, does not enable the improvement of self-esteem, and even disrupts the acquisition of skills of group instruction.

To sum up: In this research the relationship between the individual's modes of existence and his empathic ability, self-esteem, and self-empowerment was examined, it became clear that the 'Being' mode of existence predicts a high level of empathic ability, along with self-esteem and sense of empowerment, as well as an increase in the improvement of the use of principles of instruction. The 'Having' mode of existence, in contrast, showed most slight improvement ability in regards to the changes in the empathic ability, in the improvement of self-esteem, and in the acquisition of skills of instruction of groups.

The findings obtained in the present research study, which indicate the improvement of the empathic ability in the framework of the training program for the instruction of groups and its relationship to the development of the sense of positive self-esteem in the trainee, constitute an interesting point that has considerable value in the development of new directions of research with practical meaning in the examination of curricula for the training of instructors and teachers.

The uniqueness of the present research study lies in the possibility of building a developmental profile that predicts the development of empathy, self-esteem, and professional skill among people from the field of education and teaching – trainees being trained to instruct groups, teachers, and counselors.

### **Recommendations for Future Research**

1. The research focused on the improvement of the personality abilities of the trainees in instruction of groups. In the framework of the training process in the group, it is recommended to perform a new research that will focus on the style and contents of the training for instruction.
2. One of the recommendations of the present research was to integrate the training program for group instruction in the framework of the training of teachers so as to bring about the improvement of the teachers' abilities. It is recommended to

research the training program for instruction in the framework of a group of student teachers in the institution that trains for teaching.

3. The research examined the influence of the participants' characteristics on the improvement of the empathic ability, self-esteem, and sense of empowerment and use of principles of instruction. It is recommended to examine the influence of the characteristics of the instructors who led the training program on the improvement of these abilities.
4. To obtain a comprehensive picture of the topic of the improvement of the abilities of trainees in the training program, another research should be performed at the end of two years of learning and the findings should be compared with the findings of the present research, which was conducted after only one year.

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